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Rational

In today's society, people have a great desire for equality, freedom, and justice. But what exactly are these things? Students in our schools are taught to do what's right and do well in school but are rarely explained the importance of such things. Our unit plan will concern several overarching themes, including civic and cultural awareness, social responsibility, social justice, ethical politics, the effects of assimilation, as well as the role of an individual in society. The culminating text for the unit will be George Orwell's *Animal Farm*. The in process texts for the unit will be, Kurt Vonnegut's short story *Harrison Bergeron*, the song *The Animal in Man* by Dead Prez, and the poem *First they came..* by Martin Niemöller. All of the aforementioned themes are very important for a student to ascertain. Not only do students need to learn topics in all subject areas in order to succeed in life, they must also learn how to be a morally just productive member in our society. Through the selected literature, students will be provided windows to explore, and form a better grasp on what it means to be socially responsible citizens.

The purpose of teaching *Animal Farm* would be to give students the ability to recognize the way language can control the masses, and the relationship between the animal leaders and politicians that have been in power. This is important because in high school much of their lives are dictated to by peer pressure. By understanding the pigs skillful use of peer pressure, and how he used it to keep the other animals in line, students will gain a better understanding of their own lives. Likewise by questioning the order of things by comparing and contrasting different forms of government students will

be able to understand the difference between ethical leadership and non-ethical leadership, and thus develop their critical thinking skills

By emphasizing civic awareness students will be given the chance to learn what it takes to be socially responsible citizens and leaders. This will be achieved through the close teaching of several texts. The acquisition of such knowledge should be constructed through a collaborative process, not solely from teacher to student. Each student is unique and brings forth a different perspective to the reading and analyzing of the text. *“Literature is the perfect medium for exploring life in ways that allow us to question, consider, contemplate, learn from others, and think about the society in which we live”* (Professor Edge). Through the reading and analyzing of selected texts, students will be able to learn about satire, propaganda, moral dilemmas, and social injustices. In order to become socially responsible citizens/leaders, students must be instilled with certain moral values that prove profitable in becoming an active participant in today's society. Through comparing and contrasting the situations and societies depicted in the selected texts, to the society in which we live today, student will be able to *“question, consider, and contemplate,”* both the positive and negative qualities of both. Through this, civic awareness will also be fostered in the minds of the students.

Through the reading and analyzing of the selected texts for this unit, Students will also learn about the social norms of a society under social reform, a society under communist/fascist rule, totalitarianism, and how power can easily become corrupt political leaders. By emphasizing cultural awareness, students will learn the magnitude of the effects a government can have/ has had on the public of a nation. This is pertinent knowledge to any student because by being aware of certain historical events as well as situations depicted in the texts, one can learn to better define the idea justice,

of which our nation was founded on. All the texts we have selected for this unit follow this idea of instilling cultural awareness as well as civic awareness.

George Orwell's *Animal Farm* is an allegory for the Russian Revolution, describing the psychological aspects of social revolution and reform as well as oppression and totalitarian-istic rule. *Animal Farm* mirrors the state Soviet Russia was in while under the leadership of Joseph Stalin. This same situation, however, is not limited to this one historical period in time. A scenario of social revolution and reform as well as totalitarianism can be found in Nazi Germany under Hitler's power, China under the order of Mao, Italy under the rule of Mussolini, and even Cuba under the leadership of Castro. This type of government as well as its adverse effects on their societies depicted in the text also mirrors the current situations of countries such as Somalia, Ukraine, and Iraq. These types of governments and societies are also depicted by the great lengths humans will go to in order to assume a certain identity or position despite the effects it might have on themselves, other individuals, or society as a whole. In each of the aforementioned societies, individuals have gone to great lengths, most of the time committing immoral deeds, in order to be accepted into a certain group or ranking. In any of these historical events, one will find a movement of revolt and/or resistance, such as the one depicted in *Animal Farm* and *Harrison Bergeron*. These movements are led by people who have the courage to stand up for what they believe to be right, despite the harm they will face.

By understanding the social injustices created by said societies, as well as the morally just efforts of certain revolutionaries, students will be able to have a better grasp of morality. Because morality and ethics are very subjective terms, it becomes necessary that an individual must develop their own answers. This will be done through a vast amount of class discussion where students will learn not only from the teacher but from other students as well. Students will hear the thoughts and words from many

different points of view, allowing a chance at better understanding. It will be through the careful observation and active participation in these class discussions, students then will become more aware of what they believe to be right and wrong. This is not only beneficial because we, as teachers, are helping shape the student's moral values but also because we will help enhance their critical thinking skills.

Through the selected literature students are not only given the opportunity to understand what it takes to be an active productive member of society, but also what it means to have pride in one's self and one's moral values, as well as one's country. By expanding and refining students' definition of "right" and "wrong" they will also be able to learn the importance of fighting for what you believe to be right/moral, as well as standing against things such as peer pressure, discrimination, bullying, etc. It is a sad fact that even in modern times, and perhaps even in a school setting, social injustices are still committed. For this reason, these aforementioned lessons are extremely pertinent for a student in today's society.

In society as a whole we see it in a variety of different types of discrimination. In a school setting, discrimination and assimilation can easily be seen in the form of peer pressure, bullying, and social cliques. It is unfortunate that there are so few who feel brave enough to stand up for what they believe in. Through the explorations of moral values, injustices, and revolutions found in the selected texts for this unit, students will be given the chance at developing moral standers that are necessary for standing up for one's self and other people. Through literature, (the selected texts specifically) students can learn the importance of being a socially responsible citizen and standing up for their own morals and beliefs, in spite of any pressure from outside influences of society. Students must also become aware of the vast forms these outside influences might take, such as propaganda, peer pressure, subliminal advertising, crime, money,

power, etc. All of these things are exemplified in the texts of *Animal Farm*, *Harrison Bergeron*, and *As first they came for*.

In our unit we will also focus on the role of the individual in a society in the effort to teach students what it takes to be a socially responsible citizen/leader. This idea is pertinent for students on two levels. The first is on a macro level, the society of America, the society that they will attempt to support themselves and make a living. The second, on a micro level, is the society with the school itself. School for student's today is primarily a social environment, creating in itself its own society. Students interact with peers and teachers so much that these social interactions have a very large effect on their lives. Students form social groups, or cliques, which mirror the idea social classes/stratification. And as with classicism, the existence of different social classes usually causes one class to feel higher, or better than another. This idea is evident in today's school, where the popular students representing the higher class, and the lower class would be represent from those who are shunned, bullied, and mocked.

The society found in schools can be compared to the societies depicted in the selected literature for this unit. Popularity in school can be seen as political power, and as we all know, power can easily become corrupt. When it comes to being accepted and rejected in school one can easily see how the ideas of assimilation discrimination and oppression are mirrored as well. Because of this, one can easily see how lessons on social discrimination and oppression are imperative for students. By allowing students to see these similarities between the content of the text and their real lives, they will be more likely to apply the morals and values that are being presented. We cannot, in today's day and age, merely expect students to know how to make good choices and do what right and stand up for that they believe for. These are lessons and ideas that must be instilled and fostered within the minds of students.

As individuals we forget that the rest of the world is not like us. Some people don't mind having choices made for them, and others are consider this a form of slavery. The purpose of this unit is not to point fingers and say what is wrong and right but to simply get the students thinking and understanding critically. Through seeing other forums of social behavior we hope to not only inspired students to come to different conclusions but also view the world in a perspective they had as of yet. Through this students will grow as individuals and become more culturally aware. This in turn makes them more civically aware by seeing their own culture from a different perspective. Being both these things helps students to be more tolerant of new and different ideas that may present themselves.

Some might say this material should be taught/kept within the walls of social studies classrooms and, that these topics have no ground in the department of English. Some might say that the teaching of such subjects in an English classroom, would take away from the learning of literary applications such as: purpose, style, structure, and literary devices. This being said, we find it true that cross curriculum student actually helps students better see the relevancy of certain themes and idea. It would also strengthen their ability to grasp these concepts because ideas become more familiar to them when taught in multiple outlets.

The hope of this unit is to have students identify the seriousness of the issues and moral values depicted in the selected texts, understand the causes of these issues, as well as ways to prevent and right social injustice. In the close examination, analysis, as interpretations of the specified texts, students will also better equip themselves with the knowledge to make responsible decisions and help make their society a more equal and morally just.

Grade level: 9th/10th

Ability level: homogenous, average/on-level

Reading List:

TITLE	AUTHOR	USE IN UNIT PLAN
1. Animal Farm	George Orwell	Culminating
2. Harrison Bergeron	Kurt Vonnegut	In-Process
3. Declaration of Ind. Excerpt	Thomas Jefferson	In-Process
4. Allegory	Thomas Hood	In-Process
5. First they Came for	Martin Niemoller.	In-Process
6. The Animal in Man	Dead Prez	In-Process

UNIT GOALS

By the end of this unit students will:

- Be able to examine and critically think about the certain overarching themes
 - Social Injustices, equality, freedom, etc
 - What it takes to be a socially reconcile citizen/leader
 - The effect a government can have on a society
 - Propaganda
 - Oppression
 - Revolution
 - Corruption
 - (Ab)use of power
 - Basic human freedoms and rights
- Become familiar with certain pertinent terms relating to society, government, and/or politics
 - Socialism
 - Communism
 - Totalitarianism
 - Oppression
 - Revolutionary
 - Social injustice
 - Social responsibility

- Become familiar with
 - Russian Revolution
 - the origins and rise of communism
- Become familiar with the connections between selected texts and its relation to relevant political events or ideas
 - Animal Farm - Russian Revolution
 - Harrison Bergeron - America's vision of equality and freedom
 - First they Came for - The Holocaust
 - The Animal in Man - The Russian Revolution
- Be able to demonstrate knowledge of the uses of propaganda, as well as explore the effect propaganda has on a society.
- Be able to demonstrate knowledge through a variety of different instructional methods that support the theory of Multiple intelligences
 - The following are all included in this lesson:
 - Class discussions and other cooperative learning activities
 - Listening activities
 - Speaking activities
 - Reading assignments
 - Writing assignments
 - Hands on activities
 - A song and its lyrics
 - Individual assignments work as well as group work
 - A movie
- Be able to actively participate and contribute in:
 - Class discussions
 - Writing assignments
 - Both informal and formal
 - Class presentations
- Be able to debate the moral issues dealt with in the selected texts, specifically Animal Farm.
- Be able to demonstrate knowledge of literary terms such as:
 - Allegory
 - Symbolism
 - Extended metaphors/ conceits
 - Irony (dramatic/situational)
 - Foreshadowing
- Have demonstrated knowledge and understanding of the text Animal Farm as well as the in-process texts in primarily four forms
 - Short quizzes
 - Participation in class discussion
 - Informal writing assignments
 - An end of the Unit Research paper

Assignments

- Quizzes

- Each quiz will consist of five questions concerning events that occurred in the assigned chapters. Each quiz will take place the day after the chapter is assigned to be read. There will be 10 minutes time allotted for each quiz. Each quiz will be administered at the very beginning of class.
- Answers should be written in complete sentences.
- Answers should be no longer than 2 sentences
- DO NOT SKIM THE TEXT. Some questions may be asking for specific details.
- There will be a total of seven quizzes. This is how they will be organized.
 - Chapters 1-2
 - Chapter 3
 - Chapter 4
 - Chapter 5
 - Chapter 6
 - Chapter 7
 - Chapters 8-10

- Informal Writing Assignments

- These writing assignments will either be completed during class time or as homework. The writing assignments will be collected at the beginning of the following class period. All informal writing assignments are to be approximately 2- 3 paragraphs in length with approximately 3-5 sentences per paragraph.
- Students may type assignments but this is optional. All assignments, even hand written, must be double spaced.
- The tentative topics are as follows:
 - Imagine you lived in the society of Harrison Bergeron. What handicaps would you have? Why do you think these are your strengths? What weaknesses do you have that would give other people a handicap?
 - In your opinion what is the moral of the story of Harrison Bergeron
 - What does it mean to be a socially responsible citizen. Why is it important? How can it prove helpful to the individual? And how can it prove beneficial to the society as a whole?
- Each writing assignment will be graded as follows:

	4 points	3 points	2 points	1 points	Grade
Content	Achieves all of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves four or five of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves three of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves two or less of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/4
Length	Writing assignment is 3 paragraphs in length with at least 5 sentences per paragraph.	Writing assignment is 3 paragraphs in length with less than 5 sentences per paragraph.	Writing assignment is 2 paragraphs in length with at least 5 sentences per paragraph.	Writing is less than 3 paragraphs and does not have at least 5 sentences per paragraphs	/4
Appearance	Paper achieves all of these qualities: <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves three of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves two of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves one of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	/4
Final Grade					/16

• Character Chart

- Students will be asked to describe the qualities of each character on the list as well as name the group or person they symbolize from the Russian Revolution. Students will be given several days to complete the assignment. Students are to list at least 5 qualities of each character/group. Students must also briefly explain the character's connection to the Russian Revolution.
- The tentative layout of the character chart is as follows:

Characters	Qualities & Characteristics	Relation to Russian Revolution	Explanation of Connection
Animalism			
Mr. Jones			
Old Major			
Snowball			
Napoleon			
The Dogs			

- The Character Chart will be graded as follows

	4 points	3 points	2 points	1-0 points	Grade
Qualities of characters	Lists five qualities each character possesses	Lists four qualities each character possesses	Lists three qualities each character possesses	Lists two or less qualities per character possesses	/ 4
Character Connections	All Characters represent a person in history	Most Characters, no less than four, represent a person in history	Some characters, no less than three, represent a person in history	Too few characters, more than four, are not connected to a real life figure/group	/ 4
Explanations	Explanation of character connection is clearly stated and strong	Explanation of character connection is decently stated	Explanation of character connection is weak and somewhat debatable	Explanation of character connection is poorly written or incorrect	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Hand writing is legible, the proper heading is present, and does not have any unnecessary marks such as erase marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 20

- Partner Debate

- In groups of 4, Students are to debate with their teammates on a specified question concerning ideals that are relevant to the text of Animal Farm. Two students will take each side of the argument; Student must defend why the statement is true or false.
- Each Pair of students must come up with at least 10 reasons to state why their point is correct.
- Students will be given a weekend's time to prepare for their presentation
- The presentation will take the form of two students taking turns stating why they agree in front of the class and is then followed by the two who disagree.
- Tentative statements for the "To Agree or Disagree" worksheet
 - All humans are equal
 - Usually the best and brightest people are leaders.
 - Some people are smarter than others.
 - A dictator can control everything in a country.
 - The government usually does what's best for the most people.
 - You should always believe everything you're told.
 - People who cannot read are easily controlled.
 - People always have the ability to make their own choices.
- The Partner Debate will be graded in pairs and according to the following rubric:

	4 points	3 points	2 points	1 points	Grade
Preparation			Student showed obvious brainstorming on subject	Student did not brainstorm subject before debate	/ 2
Convincing Debate	Student articulated opinion well and made a compelling argument. (10 good points were made)	Student proposed less than 10 good points, but still had a compelling argument	Less than 10 good points were made and argument was not convincing.	Student was not prepared or did not hand in any points at the end of debate.	/ 4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Hand writing is legible, paper has date, paper has name, and does not have any unnecessary marks such as eraser marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 14

- **Propaganda Clippings**

- Using provided magazines students find and cut out 4-5 examples of propaganda.
- For each example, students must write one paragraph explaining why the clipping is propaganda, what techniques are used, who the intended target audience is, and whether or not the propaganda is effective.
- Students will be given an ample amount of class time to find the clippings. Students are also given the option to complete the assignment as homework.
- The assignment will be collected during the beginning of the next class session.
- The Propaganda assignment will be graded as follows:

	4 points	3 points	2 points	1 points	Grade
Examples	Five different types of propaganda was shown and explained	Four different types of propaganda was shown and explained	Three different types of propaganda was shown and explained	Two different types of propaganda was shown and explained	/ 4
Write up	Explains: •why the clipping is propaganda •what techniques are used •who the indented target audience is •whether or not the propaganda is effective.	Three of the four requirements are included	Two of the four requirements are included	One or non of the requirements are included	/ 4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Writing is legible, paper has date, paper has name, and does not have any unnecessary marks such as erase marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 16

- Research Paper

- This assignment will be explained early on in the UNIT. They will be given until the end of the unit to complete the assignment.
- Students may choose one of the follow topics to write his/her research paper on. (topics are still tentative)
 - Compare and contrast socialism and communism explaining both the benefits and faults of each as well.
 - Relate a major character from Animal Farm to its real life equivalent in the Russian Revolution
 - The effects of propaganda on the masses
- Students must use examples from the book
- Students are given the option to hand in a rough draft are seek help at anytime during the unit.
- The instruction handout will also contain the following information
- The following information should also be on the research paper instruction handout
 - What is a thesis and what are the major components of one
 - What is a research paper and how to go about finding information
 - What are reliable/unreliable resources
 - How to properly cite and quote resources
 - How to write a bibliography
- The students will also be provided a copy of the rubric which looks as follows:

	4 points	3 points	2 points	1-0 points	Grade
Purpose and Focus	Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone	•Focused on a purpose; evidence voice and/or suitable tone	•An attempt to establish and maintain purpose and communicate with the audience	•Limited awareness of audience and/or purpose	/4
Development of Ideas	•Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	•Depth of idea development supported by elaborated, relevant details	•Unelaborated idea development; unelaborated and/or repetitious details	•Minimal idea development, limited and/or unrelated details	/4
References	Use of references indicate substantial research	Use of references indicate ample research	Some references	Few references	/4
Organization	•Careful and/or suitable organization	•Logical organization	•Lapses in focus and/or coherence	•Random or weak organization	/4
Examples	At least give examples from the book are given	Four examples from the book are given	Three examples from the book are given	Two or less different examples from the book are given	/4
Sentence Structure	•Variety of sentence structure and length	•Controlled and varied sentence structure	•Simplistic and/or awkward sentence structure	•Incorrect or lack of topic and/or ineffective wording and/or sentence structure	/4
Citing and Quotes	There is a work cited page and all quotes have in text cites	There is a work cited page but it is not well organized or is wrong. There are in text cites.	There is a work cited page with errors but no in text cites	There is no in text cites or work cited page	/4
Quality of References	<ul style="list-style-type: none"> •References come from professional journals or other approved sources •The reader is confident that the information and ideas can be trusted. 	<ul style="list-style-type: none"> •Although most come from professionally legitimate, a few are questionable •The reader is uncertain of the reliability of some of the sources. 	<ul style="list-style-type: none"> •Most of the references have uncertain reliability. •The reader doubts the accuracy of much of the material presented. 	<ul style="list-style-type: none"> •There are virtually no sources that are professionally reliable. •The reader seriously doubts the value of the material and stops reading. 	/4
Language	•Precise and/or rich language	•Acceptable, effective language	•Simplistic and/or imprecise language	•Incorrect and/or ineffective wording and/or sentence structure	/4
Grammar and Formatting	•Control of surface features	•Few errors in grammar or format relative to length and complexity	•Some errors in grammar and/or format that do not interfere with communication	•Errors in grammar and format (e.g., spelling, punctuation, capitalization, headings)	/4
Total Points					/40

Syllabus – Calendar

Tuesday, June 1	Lesson 1: What is Freedom?
Wednesday, June 2	Cont.
Thursday, June 3	Lesson 2: Equality, Morality, and Animal Farm Home Work 2-3 paragraph writing assignment
Friday, June 4	Cont.
Monday, June 7	Lesson 3: Saving the world one Discussion at a time Read Chapters 1-2
Tuesday, June 8	Lesson 4: What is an allegory? Quiz chapters 1-2 Read Chapters 3
Wednesday, June 9	Cont. Quiz Chapter 3 Read Chapter 4
Thursday, June 10	Lesson 5: My views and opinions of Animal Farm Quiz Chapter 4
Friday, June 11	Cont.
Monday, June 14	Cont. Read Chapter 5
Tuesday, June 15	Lesson 6: Debriefing Thesis Quiz Chapter 5 Read Chapter 6
Wednesday, June 16	Lesson 7: What does social responsibility mean to me? Quiz Chapter 6 Read Chapter 7
Thursday, June 17	Lesson 8: Good vs. Bad Political leadership
Friday, June 18	Lesson 9: Propaganda! Quiz Chapter 7 Read Chapter 8-10
Monday, June 21	Lesson 10: Thesis Workshop and the Animal Man Quiz Chapter 8-10
Tuesday, June 22	Lesson 11: Movie time!
Wednesday, June 23	Cont.
Thursday, June 24	Cont.
Friday, June 25	Cont. Research Paper due

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Jun 1	2	3	4	5
Memorial Day	Title: What is Freedom? ☹	Title: What is Freedom? pt 2	Equality, Morality, and Anim	Equality, Morality, and Anim		
6	7	8	9	10	11	12
Saving the world one Discus	What is an Allegory? ☹	What is an Allegory? pt 2 ☹	My views and opinions of Ar	My views and opinions of Ar		
13	14	15	16	17	18	19
My views and opinions of Ar	Debriefing Thesis ☹	What does social responsibl	Good vs Bad Political Leader	Propaganda! ☹		
Flag Day						
20	21	22	23	24	25	26
Father's Day	Thesis Workshop and the Ar	Thesis Workshop and the Ar	Movie Time! ☹	Movie Time! ☹		
27	28	29	30	Jul 1	2	3

Lesson 1 of Animal Farm Unit

Title: What is Freedom?

Subject: English

Grade Level: 9/10th

Estimated Time: Two fifty-minute periods

Overview: Students will be introduced to the Unit and be briefly informed of upcoming assignments and due dates. Students will formulate their own definition of key terms such as equality and freedom. They will read an excerpt of The Declaration of Independence and participate in a class discussion about the importance of such ideals as life liberty and the pursuit of happiness.

Background Knowledge: Students must have a brief idea of the meaning certain key terms such as liberty, assimilation, disability, etc

Objectives:

- Students will be able to verbally express their definition of freedom.
- Students will be able to discuss the fundamental role of freedom of expression in a society
- Students will be able to communicate the difference between the American government in relation to other governments and the restrictions they put on their citizens.

Sunshine State Standards:

- LA.910.1.6.1 - use new vocabulary that is introduced and taught directly
- LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text

Materials:

- Copies of Unit Plan introductory packet
- Definitions worksheets

- Definitions transparency w/projector
 - Or another type of projection device such as an Elmo
- Dry erase markers
 - Or other type of writing tool that will suffice for the projection device
- Declaration of Independence excerpt handout

Procedures:

Day 1

- 1) After taking attendance, being handing out the Unit Plan introductory packets. Go over this packet with the students. This should take about 10-15 minutes.
 - a) Explain that today you are starting a new unit that will be focusing on social responsibility. Read over with them the brief rational, the list of texts that will be read, as well as a brief description of major assignments.
 - b) This packet will also contain a prospective calendar with due dates as well as instructions and rubrics for each assignment.
 - c) This information can be used as a reference and a reminder for both teachers and parents.
- 2) Afterwards being asking several students what they believe equality means. Is it a good thing? As this is going on hand out the definitions worksheet. Explain to the students what is expected of them.
 - a) Students are to write down what they believe the definitions are to the following terms:
 1. Abnormal, Alike, Assimilation, Disability, Equality, Intelligence, Handicap, Happiness, Justice, Life, Liberty, and Responsibility
 - b) This will be in the form of a worksheet/hand out. In one column will be the word and the other will be an area to write what they believe the definition to be.

- c) Give students approximately 10 minutes to fill out the worksheet. During this time set up the projection and place up the transparency version of the worksheet.
- d) After the allotted amount of time, go down the list of words and have students volunteer their responses, all the while paraphrasing their words on the transparency. With each word foster a discussion asking other students for their opinions have them compare and contrast the different answers. Postulate reasons for the differences/similarities. Discuss whether the word has a positive or negative connotation and why.
- e) Before the end of class, wrap up the discussion and mention that these are all ideas, terms, and concepts relevant to the new unit.

Day 2

- 1) After taking attendance, begin class by handing out excerpts of The Declaration of Independence. Given the instruction, students will silently read the excerpt underlining any word or term they recognize from yesterdays discussion. (During this time the teacher may choose to write certain discussion questions on the board.) Afterwards the teacher may opt to read this to the class, or have students volunteer to read aloud.
- 2) The teacher will then foster another discussion based on the following focus questions. The class will then discuss the following questions/ideas:
 - a) What is meant by the terms “life” , “liberty”, “pursuit of happiness”?
 - b) Do we have all these things right now in our society today? Why/why not?
 - c) What are some examples of how we in our society have life/liberty or pursue happiness?
 - d) What are some examples of people who do not have these things?
 - e) What kind of equality do we have today? What are we doing to keep it?
 - f) What can we, as the public, do to foster equality?
 - g) What is assimilation? Is it a good thing?
 - h) How does society attempt to keep people alike?
 - i) Do you choose to be like others? Why/why not?
 - j) Why do humans have this desire to be like one another? Is it good or bad?

1. This discussion should be long and thorough. It should stimulate the minds of the students and allow them to begin to think critically about certain key concepts of the unit. All students should be motivated to share their own opinion and reminded that their input is welcomed and there is no wrong opinion.
- 3) Towards the end of class time, wrap up the discussion and explain that tomorrow they will be reading a short story by Kurt Vonnegut that employs a lot of these ideas.

Assessment/Follow-up: The assessment for both day 1 and 2 will be informal. It will include mostly of active and willing participation in class discussion. This will be assessed by the teacher observing the students during class participation. If a particular student does not volunteer any information the teacher should personally ask the student to answer a certain question. In the next Lesson students will be reading *Harrison Bergeron* by Kurt Vonnegut. This story greatly mirrors the concepts that have been discussed in these two days.

ESOL modifications

PP - use gestures to perceive meaning.

EP - ask questions that can be answered by yes/no and either/or responses

SE - Provide frequent comprehension checks

IF - Focus on development in conceptual meaning.

DEFINITIONS WORKSHEET

Name: _____

Date: _____

Directions: On the right hand side please write what you believe the definition of each word is.

Word	Definition
Abnormal	
Alike	
Assimilation	
Disability	
Equality	
Intelligence	
Handicap	
Happiness	
Justice	
Life	
Liberty	
Responsibility	

DECLARATION OF INDEPENDENCE HANDOUT

IN CONGRESS, JULY 4, 1776**The unanimous Declaration of the thirteen united States of America**

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offenses:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies

For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor. —

[John Hancock](#)

Lesson 2 of Animal Farm Unit (Days 3-4)

Title: Equality, Morality, and Animal Farm

Subject: English

Grade Level: 9/10th

Estimated Time: Two fifty-minute periods

Overview: During this two day period students will read the short story of Harrison Bergeron. Students will both discuss and write about topics such as equality, morality, likeness, and the nature of competition.

Background Knowledge: Students must know the definition of such key terms as Abnormal, Alike, Assimilation, Disability, Equality, Intelligence, Handicap, Happiness, Justice, Life, Liberty, and Responsibility

Objectives:

- Students will be able to discuss the main idea of the short story by Harrison Bergeron through identifying relative point by paraphrasing and summarizing relevant details.
- Students will be able to identify the meaning of each word from the list that is given to them.

Sunshine State Standards:

LA.910.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

Materials:

- Handouts of Harrison Bergeron
- Writing utensils for the dry-erase/chalkboard

Procedures:

Day 3

- 1) After taking attendance, hand out copies of the short story Harrison Bergeron. At this point the teacher can use his/her own discretion as to how the story will be read. Students may read silently, the teacher may read the story to the students, or the students may take turns reading aloud to one another. The latter of the choices is perhaps what I would consider best.
- 2) After the story is read the teacher should facilitate a class discussion based on the following questions/ideas:
 - a) What is your reaction to the story? Did you like it? Why/why not?
 - b) What is the author trying to say about equality and likeness? Is it believable?
 - c) In the story, how are people made alike? Does it work?
 - d) In real life, how are people made alike? Does it work?
 - e) Is there a difference between alike and equal?
 - f) In one part of the story they talk of the dark ages and relate it to competition. Do you think competition is bad? What are its benefits and flaws?
 1. This discussion should consume the rest of the class period. The teacher may choose to discuss other elements, questions, or ideas, about the story that I have not listed here.
- 3) For homework: assign students a 2-3 paragraph writing assignment. The guiding questions in "what do you think the moral of the story is?" This assignment will be due the beginning of the next class period.

Day 4

- 1) After taking attendance, begin class by collecting up the homework assignment.
- 2) Afterwards conduct a class discussion that will remind students of the story.
 - a) Discuss key events and the characters themselves.
 - b) Ask students to volunteer what they believe the moral of the story to be?
 1. How would our world be different today if we did not have competition?

2. It would also be beneficial to write key words or ideas on the board as they remember different facts about the story.
- 3) After this discussion ask students to take 5-10 minutes to answer the following writing prompt. Their answer should be approximately 2-3 paragraphs long.
 - a) Writing assignment: Imagine you lived in the society of Harrison Bergeron. What handicaps would you have? Why do you think these are your strengths? What weaknesses do you have that would give other people a handicap?
- 4) After students are finished writing, ask them to share with their direct neighbors. This exchange should take about 5-7 minutes in order to give each student enough time to talk of their own response.
- 5) After this pair sharing is complete the teacher should volunteer his/her own answer to the question. The teacher should then call on individual students to share theirs with the class.
- 6) Before the end of class, collect their written responses and inform students that for homework, they may choose to begin reading chapter the Novel Animal Farm.

Assessment: The assessment for both day 3 and 4 will be informal. It will include mostly of active and willing participation in class discussion. If the teacher observes a student who does not volunteer, he/she should directly call on the student to answer a question. A more formal assessment can be made with the collection of the writing assignments. The writing assignments will be graded based on the following rubric:

	4 points	3 points	2 points	1 points	Grade
Content	Achieves all of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves four or five of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves three of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves two or less of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/4
Length	Writing assignment is 3 paragraphs in length with at least 5 sentences per paragraph.	Writing assignment is 3 paragraphs in length with less than 5 sentences per paragraph.	Writing assignment is 2 paragraphs in length with at least 5 sentences per paragraph.	Writing is less than 3 paragraphs and does not have at least 5 sentences per paragraphs	/4
Appearance	Paper achieves all of these qualities: <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves three of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves two of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves one of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	/4
Final Grade					/16

Follow-up: The next lesson will be further introducing the themes discussed in George Orwell's *Animal Farm*. Students will be defining and discussing social injustices, social injustices in Harrison Bergeron, as well as social injustices in real life.

ESOL Modifications:

PP while the other students are reading quietly read the reading to the student, or have the whole class read out loud in a group.

EP ask questions about the reading that can be answered in simple or broken English (not to be confused with asking simpler questions)

SE Provide frequent comprehension checks to make sure the reading is making sense

IF Focus on development and involving them in the discussion

HARRISON BERGERON HANDOUT

HARRISON BERGERON

by Kurt Vonnegut, Jr.

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh" said George.

"That dance-it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good- no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday-just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well-maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better than I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in

jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"All of a sudden you look so tired," said Hazel. "Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch." She was referring to the forty-seven pounds of birdshot in a canvas bag, which was padlocked around George's neck. "Go on and rest the bag for a little while," she said. "I don't care if you're not equal to me for a while."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately-kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"If you could just take a few out when you came home from work," said Hazel. "I mean-you don't compete with anybody around here. You just set around."

"If I tried to get away with it," said George, "then other people'd get away with it-and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

"I'd hate it," said Hazel.

"There you are," said George. The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and Gentlemen."

He finally gave up, handed the bulletin to a ballerina to read.

"That's all right-" Hazel said of the announcer, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard."

"Ladies and Gentlemen," said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison's appearance was Halloween and hardware. Nobody had ever born heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not - I repeat, do not - try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have - for many was the time his own home had danced to the same crashing tune. "My God-" said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood - in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers

cowered on their knees before him, expecting to die.

"I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.

"Even as I stand here" he bellowed, "crippled, hobbled, sickened - I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all he removed her mask.

She was blindingly beautiful.

"Now-" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first-cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while-listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girls tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.

It became their obvious intention to kiss the ceiling. They kissed it.

And then, neutraling gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they

had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying" he said to Hazel.

"Yup," she said.

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a rivetting gun in his head.

"Gee - I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee-" said Hazel, "I could tell that one was a doozy."

Lesson 3 of Animal Farm Unit

Title: Saving the world one Discussion at a time

Subject: English

Grade Level: 9/10th

Estimated Time: One fifty-minute period

Overview: Student's will participate in a class discussion that pertains to social injustices of the world. Students will relate this information to the story of Harrison Bergeron and discuss possible resolutions to world problems.

Background Knowledge: Students must have read the story of Harrison Bergeron. Students must know the definition of such key terms as Abnormal, Alike, Assimilation, Disability, Equality, Intelligence, Handicap, Happiness, Justice, Life, Liberty, and Responsibility

Objectives:

1. While discussing the reading students while maintain a positive and respectful atmosphere by using appropriate eye contact, appropriate body movements, and maintaining the correct formal speaking situation.
2. Students will express their perspective and thoughts on the reading.
3. During discussion students will also touch on the correct situational meaning of words previously discussed.

Sunshine State Standards:

LA.910.1.6.9 - determine the correct meaning of words with multiple meanings in context.

LA.910.5.2.3 - use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.

Materials:

- Writing utensils for writing on the board

Procedures:

Day 5

- 1) After taking attendance, The teacher should foster a class discussion that discuss the following ideas/questions:
 - a) Think of events in Harrison Bergeron; are any events in this story similar to events in real life? Past or present? Name some examples and discuss their similarities and differences.
 - b) Would the world be better if we were all alike?
 - c) Would that then make us all equal?
 - d) What does the story have to say about power? Who has it? How did they get/keep it? How is this power used? It is morally just?
- 2) At this point the teacher should write the words “social injustice” on the board and ask students to guess the terms meaning. Ask students to remember what the word justice means. With each response shared, paraphrase the student’s response on the board next to the term. After several students speak the teacher may further clarify definition if need be.
- 3) The teacher should then lead another discussion about social injustices. This discussion should touch on the following questions/ideas:
 - a) What are some examples of a social injustice that has happened in the world?
 - b) What are some examples of social injustices that have happening in our own country?
 - c) In the past how have social in justices been resolved? Were these ways effective or nor?
 - d) What are some examples of current social injustices?
 - e) Have students brainstorm ways to fix said issues.
- 4) Before the end of class, briefly discuss the social injustices that occurred during the Russian revolution in hopes students will use this information to make the connection to Animal Farm themselves.
- 5) If time permits allow students to read The Novel Animal Farm in class. Inform students that their homework is to complete chapters 1 and 2 of Animal farm by Monday and that there will be a short quiz on the readings.

Assessment/Follow-up: The assessment for this lesson will be entirely informal. The day is full of discussion. Each student will be expected to participate and voice their opinions. The teacher will make sure each student participates. If he/she notices one

student does not volunteer this same student should be called on. Students will be reading chapters 1 and 2 of Animal over the weekend. Come Monday students will discuss the literary device of an allegory and how Animal is an allegory for the Russian Revolution.

ESOL Modifications

Put all students in groups of two, the most proficient with the least proficient and so on.

PP take a simple word that has two meanings, and explain how context changes what a word means. An example that could work in this situation is “can you sign this” versus “can you pass me that sign”

EP similarly to the pre production however, with emphasis on what gives the word its meaning. Key words such as “this” and “that” in the previous example

SE similarly to the pre production however, with emphasis on what gives the word its meaning. Key words such as “this” and “that” in the previous example

IF encourage them to participate in the class discussion

Lesson 4 of Animal Farm Unit (Days 6-7)

Title: What is an Allegory?

Subject: English

Grade Level: 9/10th

Estimated Time: Two fifty-minute periods

Overview: Through the use of definitions, examples, and class discussion student will learn about allegories as well as how the Novel of *Animal Farm* is an allegory for the Russian Revolution. Students will also be introduced to the character chart assignment.

Background Knowledge: Students must have read (at least) chapters 1 and 2 of Orwell's Novel *Animal Farm*

Objectives:

- Students by the end of class will be able to define allegory
- Students will have a firm understanding on how life influences literature and be able to demonstrate this by comparing and contrasting people and characters in animal farm

Sunshine State Standards:

- LA.910.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Materials:

- Questions for quiz on chapters 1 -2
- Questions for quiz on chapter 3
- Allegory example handout

- *optional* quick PowerPoint of Russian Revolution
- Character chart transparency
- Markers to write on the board/transparency
- Character Chart worksheet

Procedures:

Day 6 Monday:

1. Begin class by taking attendance and asking kids to take out a sheet of paper for the quiz on chapters 1 and 2. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers, to discuss the main events of the assigned chapters and any reactions or comments on the story's content
 - c. Remind your students to be prepared. Whenever they have a chapter assigned for homework they will be quizzed on it the next day.
2. On the boards, write the word 'allegory' and ask if anyone knows or can guess at its meaning. Write its definition on the board. Define Allegory.
 - a. There are many variations of the definition
 - i. Suggested definition : An allegory is an extended metaphor used to link something literal, within a story, with its symbolic meaning
3. At this point, the teacher should pass out the allegory example handouts containing the poem *Allegory* by Thomas Hood.

- a. Either read the poem aloud to the class, ask the class to read it silently, or have a student volunteer to read.
 - b. Discuss with the class how it is the poem could possibly be allegory and what stands for what. This would most likely be done in sections.
 - i. For example: the first four lines can be symbolic of one thing while the next four symbolic of another.
4. Inform students that their homework is to read chapter 4 of *Animal Farm* with this idea of what an allegory is in mind.

Day 7 Tuesday

1. Begin class by taking attendance and asking kids to take out a sheet of paper for the quiz on chapter 3. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
2. Begin a new class discussion by asking students to remember what an allegory was. Ask for examples. Ask for volunteers to guess how the text of *Animal Farm* is an allegory.
 - a. Very briefly discuss the Russian Revolution and inform the class they will have a deeper discussion at a later time.
 - b. Relate to what has happened so far in the novel to the Russian Revolution by drawing parallels. Visual support is helpful so the teacher should also be writing key concepts on the board.
 - i. Perhaps asks students to offer up any other connections they have seen thus far.
3. Pass out character chart assignment

- a. Read over the instruction with the class and briefly describe the assignment. Because *animal* Farm is an allegory for the Russian revolution certain characters represent real people or groups in the Russian Revolution.
- b. Students will be asked to describe the qualities of each character on the list as well as name the group or person they symbolize from the Russian Revolution. Students will be given several days to complete the assignment. Students are to list at least 5 qualities of each character/group. Students must also briefly explain the character's connection to the Russian Revolution.
 1. Students should know that some research might be necessary for the assignment's completion. If a student feels that he or she know who the character is representative of it is still wise to double check.
- c. It is recommended that the class, together with the teacher being to fill out one of the characters together. This can be done by placing a transparency of the character chart on the overhead so that the students can see the assignment being modeled.
 - i. Be sure to support your assumptions with evidence from the story so that students might do the same.
- d. Inform the students that this assignment will be due by in two weeks on Wednesday (day 13). The will be reminded of its due date only several times and are expected to be working on it throughout these two weeks as they continue reading the story. Their homework for tomorrow is to read chapter 4 of Animal farm

Assessment/Follow-up: Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quizzes on chapters 1-2 and 3 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. Students are to read chapter 4 for homework, of which they will be tested on the following day.

ESOL Modifications

PP & EP: will be given the quiz as a take home assignment if they do not finish it within the allotted time. When discussing allegory which is a somewhat abstract idea it would be best to start with the concrete idea of say a metaphor. Also like the previous sections have stated it would be best to use hand gestures, visuals and verbal cues.

SE&IF: are welcome to a L1 to L2 dictionary if they would like it on the quiz. These students should be encouraged to discuss the text as best they can.

Name _____

Date _____

Period _____

Animal Farm Chapter 1-2 Questions

Directions: Answer each question in complete sentences.

1. Give at least three characteristics of Mr. Jones.

2. What are Major's views on Man? What should be done to Man?

3. *Beasts of England* is a song that shows the idea of animals overthrowing Man for many generations. In your opinion, why hasn't any animal done anything?

4. Describe how Mr. Jones has been acting lately.

5. After the animals overtook the farm, what did they do first?

Name _____

Date _____

Period _____

Animal Farm Chapter 3 Questions

1. Why don't the pigs do any work? Do you think this will be a problem? Explain your answer.
2. Do the animals work as efficiently as Jones and his men did?
3. Describe what the animals do on Sundays.
4. What are the learning capabilities of the different types of animals?
5. Why do the pigs get to eat the milk and apples?

(OPTIONAL) RUSSIAN REVOLUTION POWER POINT

The Russian Revolution

-Key Concepts-

I. Pre-Revolutionary Russia



- Only true autocracy left in Europe
- No type of representative political institutions
- Nicholas II became Tsar in 1884
- Believed he was the absolute ruler anointed by God
- Revolution broke out in 1905
 - Russo-Japanese War (1904)

II. The Revolution of 1905



- The creation of a discontented working class
- Vast majority of workers concentrated in St. Petersburg and Moscow
- Help from the countryside: poor peasants
- No individual land ownership

II. Revolution of 1905 (cont)



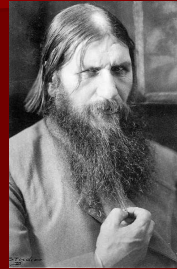
- Russia industrialized on the backs of the peasants
- Tremendous historic land hunger among peasants
- Real winners of the 1905 Revolution: Middle Class
 - Constitutional Democratic Party (Cadets)
 - Duma

III. Conservatism Continues: 1905-1917



- Tsar paid no attention to the Duma
- Duma harassed and political parties suppressed
- Nicholas was personally a very weak man
- Tsar became increasingly remote as a ruler

IV. Alexandra: The Power Behind the Throne



- Even more blindly committed to autocracy than her husband
- The influence of Rasputin over Alexandra
- Origins of Rasputin's power
- Scandals surrounding Rasputin served to discredit the monarchy

Alexis: Alexandra's Son with Hemophilia



V. World War I: "The Last Straw"



- War revealed the ineptitude and arrogance of the country's aristocratic elite
- The Russian "Steam Roller"
- Corrupt military leadership and contempt for ordinary Russian people
- Average peasant has very little invested in the War

V. World War I (cont)



- Poorly supplied troops
- Result: Chaos and Disintegration of the Russian Army
- --Battle of Tannenberg (August, 1914)
- Spreading Discontent

VI. The Collapse of the Imperial Government (cont)



- Rasputin assassinated in December of 1916
- Refusal to receive assistance of the Russian Middle Class
- Complete mismanagement of the wartime economy

VII. The Two Revolutions of 1917



- The March Revolution (March 12)
- The November Revolution (November 6)

VIII. The March Revolution



- Origins: Food riots and strikes
- Duma declared itself a Provisional Government on March 12th
- Tsar abdicated on March 17th
- Composition of the Provisional Government
- --Alexander Kerensky
- Very Popular Revolution
- The Petrograd Soviet
- --Order #1

IX. Soviet Political Ideology



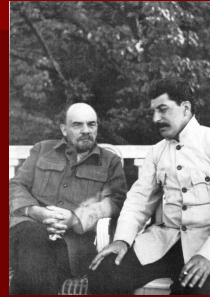
- More radical and revolutionary than the Provisional Government
- Most influenced by Marxist socialism
- Emulated western socialism
- Two Factions
- -- "Mensheviks"
- -- "Bolsheviks"

X. Founder of Bolshevism: Vladimir Lenin



- His Early Years
 - Exiled to Siberia in 1897
- Committed to Class Struggle and Revolution
- Moved to London in 1902 and befriended Leon Trotsky
- *What is to be Done?* Tract

X. Lenin (cont)



- Key role of the Party in the revolution
 - "Dictatorship of the Proletariat"
- Bolsheviks split from the Russian Socialist Party in 1912
- Character of the Bolshevik Party
 - Joseph Stalin
 - Pravda*

XI. Vacuum of Leadership in Russia



- Petrograd Soviet dominated by Mensheviks
- Failure of the Provisional Government
- Workers refusing to work and soldiers refusing to fight
- Peasants were expropriating the land outright
- Power was literally lying in the streets of Petrograd

XII. Lenin Steps into This Vacuum



- Amnesty granted to all political prisoners in March of 1917
- Lenin's arrival in Petrograd
- A tremendously charismatic personality
- "Peace, Land, Bread"
- "All Power to the Soviets"
- Bolshevik party membership exploded
- Consolidation of Bolshevik power

XIII. The November Revolution



- The events of November 6
- Council of People's Commissars
- All private property of wealthy was abolished and divided among the peasantry
- Largest industrial enterprises nationalized

XIII. November Revolution (cont)



- Political Police organized: CHEKA
- Revolutionary army created with Trotsky in charge -- "Red Army"
- Bolshevik Party renamed Communist Party in March of 1918
- The Treaty of Brest-Litovsk negotiated with the Germans
- Terms of the Treaty

XIII. November Revolution (cont)



- Humiliating Treaty would be nullified since all of the west was on the verge of revolution
- Civil War fought between 1917-1920 -- "Reds" versus "Whites"
- Complete breakdown of Russian economy and society

XIV. Interpreting the Russian Revolution



- The official Marxist Interpretation --The importance of a permanent international revolution
- Function of Russian History and Culture
- Imposed Revolution on an unwilling victim
- A Social Revolution

ALLEGORY EXAMPLE HANDOUT

Allegory by Thomas Hood

I had a gig-horse, and I called him Pleasure
Because on Sundays for a little jaunt
He was so fast and showy, quite a treasure;
Although he sometimes kicked and shied aslant.
I had a chaise, and christened it Enjoyment,
With yellow body and the wheels of red,
Because it was only used for one employment,
Namely, to go wherever Pleasure led.
I had a wife, her nickname was Delight:
A son called Frolic, who was never still:
Alas! how often dark succeeds to bright!
Delight was thrown, and Frolic had a spill,
Enjoyment was upset and shattered quite,
And Pleasure fell a splitter on Paine's Hill.

CHARACTER CHART

Name: _____

Date: _____

Character(s)	Characteristics	Relation to Russian Revolution	Explanation
Animals			
Mr. Jones			
Old Major			
Snowball			
Napoleon			
The Dogs			

Lesson 5 of Animal Farm Unit (Days 8-10)

Title: My views and opinions of *Animal Farm*

Subject: English

Grade Level: 9/10th

Estimated Time: Three fifty-minute periods

Overview: Over a period of three days, students will form views and opinions over selected ideas from the text of *Animal Farm*. Students will then be asked to work in groups to formulate a debate, which will be held the next day.

Background Knowledge: Students must have read at least chapter 1-4 in *Animal Farm*. Students must know characteristics of facts and opinion as well have some basic knowledge of what a debate and persuasive argument is.

Objectives:

- Students will be able to verbally articulate the ideas and opinions they have squired throughout the discussions and reading.
- Students will be able to brainstorm key ideas in groups to help formulate their debate.

Sunshine State Standards:

LA.910.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.

Materials:

- Questions for Quiz on chapter 4
- To Agree or Disagree Worksheets
- Debate Assignment handout
- Debate question slips

- Index cards designating presentation order
- Markers to write on the board

Procedures:**Day 8: Wednesday**

1. Begin class by taking attendance and asking kids to take out a sheet of paper for the quiz on chapter 4. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
2. Hand out "To Agree or Disagree" worksheets. Read instructions aloud with students
 - a. DIRECTIONS: Circle true or false for each of the following statements.
 - i. All humans are equal
 - ii. Usually the best and brightest people are leaders.
 - iii. Some people are smarter than others.
 - iv. A dictator can control everything in a country.
 - v. The government usually does what's best for the most people.
 - vi. You should always believe everything you're told.
 - vii. People who cannot read are easily controlled.
 - viii. People always have the ability to make their own choices.
 - b. Share answers with class. This should be done via poll. The teacher should take notes of how many students agree and disagree on each topic.

- c. The teacher should then facilitate a class discussions on the following questions
 - i. What freedoms do we take for granted in the United States?
 - ii. Do you think we have too much freedom?
What freedoms do you think we don't need in the U.S.?
 - iii. Which ones would you be willing to give up if you had to?
- d. Homework for the day is to continue working on the character chart

Day 9 Thursday

Preparation: Before class move student desks into groups of four. Place on each table one of the agree/disagree statements face down.

note it is to the teachers discretion whether or not he/she wishes to assign groups or allow students to sit where they please. Wherever they do sit however is their designated group for the debate assignment.

1. Begin class by taking attendance and then precede to hand out the debate assignment instructions handout. The teacher should go over the assignment and its instructions and rubric with the class.
 - a. Dividing their own groups into two sides, students are to debate with their teammates on whether they agree or disagree, once student taking one side. Students must come up with 10 reasons their point is the correct one and they will be asked to present the in 2 class days on Friday (they have the weekend to prepare)
 - i. In form students that each presentation is expected to be approximately 5 minutes in length.
 - b. Have students have the rest of class time to develop their arguments The teacher should all the while be walking around making sure students stay on task and offer any assistance necessary.

Day 10 Friday

Preparation: Before class move student desks into groups of four. On each table place an index card with a number face down. These numbers will indicate the order in which the groups will present. Inform students to sit with their debate groups

1. Begin class by taking attendance. Tell students they have 10 more minutes to prepare for their debate. Inform students that the format they should follow is one student will read half the reason why they agree, another student reads half of the reasons why they disagree and likewise. This way they will take turns and are able to use a certain statement as a rebuttal. Inform students that in these ten minutes they should be choosing the order of their statements. Write on the board. Agree disagree agree disagree, so that they are reminded of the presentation order. After these ten minutes are up, call the first group to present.
2. While each group presents the teacher should be grading their presentation based on the rubric (see assessment section)
3. Before class ends inform students that their homework for the weekend is to read chapter 5 of *Animal Farm* and to continue working on their character chart.
4. If for some reason a group did not get to present, they will do so first thing Monday.

Assessment/Follow-up: Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quizzes on chapters 1-2 and 3 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. Students are to read chapter 5 for homework, of which they will be tested on the following day. Students are to also work on their character charts.

ESOL Modifications

PP obviously a per-production student will not be able to articulate their point of view as easily as a native speaker, however they should still be encouraged to join the debate. (if there is someone who is bilingual you might even let the PP give their side in their native tongue and have the bilingual translate.)

EP will get their point across better than a pp but still with some difficulty. One can compensate by having them give fewer points, with h more details. A L1 to L2 dictionary should be nearby.

SE & IF be careful not to overdo it but in this lesson encouragement is really all these students will need.

Name _____

Date _____

Period _____

Animal Farm Chapter 4 Questions

1. What has happened to Mr. Jones after the Rebellion?

2. Compare and contrast the two farms, Foxwood and Pinchfield and their owners.

3. How do the animals win the Battle of the Cowshed? Give specific details.

4. Describe how the neighboring people perceive Animal Farm.

To Agree or Disagree

NAME: _____

DATE: _____

DIRECTIONS: Circle true or false for each of the following statements based on your own individual opinions.

- | | |
|---|-------------|
| 1. All humans are equal | TRUE /FALSE |
| 2. Usually the best and brightest people are leaders. | TRUE /FALSE |
| 3. Some people are smarter than others. | TRUE /FALSE |
| 4. A dictator can control everything in a country. | TRUE /FALSE |
| 5. The government usually does what's best for the most people. | TRUE /FALSE |
| 6. You should always believe everything you're told. | TRUE /FALSE |
| 7. People who cannot read are easily controlled. | TRUE /FALSE |
| 8. People always have the ability to make their own choices. | TRUE /FALSE |

DEBATE ASSIGNMENT

Name: _____

Date: _____

INSTRUCTIONS: Each pair of students, defending the same side of an argument must come up with 10 reasons that their point is the correct one. These reasons will be presented in front of the class. Write your topic and side in the provided space below. Numbers 1-10 are allotted for your reasons as well.

Statement: _____

Agree or Disagree: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Lesson 6 of Animal Farm Unit (Day 11)

Title: Debriefing Thesis

Subject: English

Grade Level: 9/10th

Estimated Time: One fifty-minute period

Overview: Students will be introduced to the research paper assignment. Students will also be briefed on appropriate sources, how to write a bibliography, and how to form a good thesis.

Background Knowledge: Students need to have read at least chapters 1-5 of Animal Farm

Objectives:

- Students will show understanding of how to brainstorm by thinking about and writing down a few different types of thesis they may consider.
- Students will be able to write a thesis
- Students will be able to write a bibliography

Sunshine State Standards:

LA.910.3.1.1- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

Materials:

- Chapter 6 quiz
- Research paper assignment hand out with instructions.

Procedures:

Day 11 Monday

1. Being class by taking attendance. If any groups did not present on Friday have them do so now.
2. Afterwards, ask students to take out a sheet of paper for the quiz on chapter 5. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
3. Introduce the Research Paper assignment. Pass out the instruction packet with the supplemental information and the rubric.
 - a. Includes instruction sheet and rubric
 - b. Plausible topics are
 - i. Compare and contrast socialism vs. communism
 - ii. relate one character to its real life equal
 - iii. The effects of propaganda on the masses
 - c. Students must use refer to the text from the book as well as have several quotes from the text.
 - d. Students are given the option to turn in a rough draft at any point for help
4. The following information should also be on the research paper instruction handout
 - a. Discuss what a thesis is and the major components of one.
 - b. Discuss what a research paper is and how to go about finding information
 - c. Also teach how to cite and quote resources
 - i. How to write a bibliography

5. With the rest of class time discuss all these idea and information found on this packet. This is the major assignment of the unit plan and students should know how to write a thesis and research information to do so.
 - a. Give examples of a strong and weak thesis as well as credible and non-credible resources.
6. Inform students that they are to reach chapter 6 of Animal Farm for homework, continue work on their character chart, and begin thinking of an essay topic.
 - a. If time did not permit for a thorough enough explanation of the researching process, time will be allotted towards the end of the unit plan to go over such information again at a later date.

Assessment/Follow-up:

Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quizzes on chapter 5 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. Students are to read chapter 6 for homework, of which they will be tested on the following day. For homework students should also be working on their character charts and beginning work on their research paper.

ESOL Modifications

General Explanation:

one should start with a concrete idea and followed by what a thesis is. Basically one should simplify the purpose of a thesis and explain in smaller words. For example what is a thesis? A thesis is the description of the paper in one general sentence. This simplified could be, what the writer wants the reader to believe.

PP explain a few times simply what a thesis is. An L1 to L2 dictionary should be near by and the teacher should know or attempt to know the native word for thesis. However, because it is unlikely that this will be possibly it may be easier to pair them with another student preferably bilingual.

EP Same as per-production.

SE Have them converse as much as possible as long as it is in terms of academic relevance.

IF don't ignore the grammatical mistakes but hold it to a lower degree of perfection.

Name _____

Date _____

Period _____

Animal Farm Chapter 5 Questions

1. Describe Mollie's recent actions and also her interaction with one of Mr. Pilkington's men.

2. In detail, describe Snowball's plans for the windmill. How will it be used?

3. What is Napoleon's opinion of the windmill?

4. Who chased Snowball out of Animal Farm?

5. How and why was Snowball chased out of Animal Farm?

6. According to Squealer, what characteristics did Snowball lack?

How to Write a Research Paper

by Dewey Decimal Classification

STEP 1. CHOOSE A TOPIC

Choose a topic which interests and challenges you. Your attitude towards the topic may well determine the amount of effort and enthusiasm you put into your research.

Focus on a limited aspect, e.g. narrow it down from "Religion" to "World Religion" to "Buddhism". Obtain teacher approval for your topic before embarking on a full-scale research. If you are uncertain as to what is expected of you in completing the assignment or project, re-read your assignment sheet carefully or ASK your teacher.

Select a subject you can manage. Avoid subjects that are too technical, learned, or specialized. Avoid topics that have only a very narrow range of source materials.

STEP 2. FIND INFORMATION

Surf the Net.

For general or background information, check out [useful URLs](#), [general information online](#), [almanacs or encyclopedias online](#) such as [Britannica](#). Use [search engines](#) and other search tools as a starting point.

Pay attention to domain name extensions, e.g., .edu (educational institution), .gov (government), or .org (non-profit organization). These sites represent institutions and tend to be more reliable, but be watchful of possible political bias in some government sites. Be selective of .com (commercial) sites. Many .com sites are excellent; however, a large number of them contain advertisements for products and nothing else. Network Solutions provides a link where you can find out what some of the other [extensions](#) stand for. Be wary of the millions of personal home pages on the Net. The quality of these personal homepages vary greatly. Learning how to [evaluate websites critically](#) and to search effectively on the Internet can help you eliminate irrelevant sites and waste less of your time.

How to Determine Website Credibility

By [Alanacausey](#) (http://www.ehow.com/how_2112227_determine-website-credibility.html)

1. Look at the URL address of the website. The URL address starts with http://. Addresses ending in .gov, .us and .(STATE ABBREVIATION) are reliable. All other endings will require more investigation to know if they are credible or not.

2. URL address that contain tildes (~) usually mean that an individual published the site. Individual

publishers unaffiliated with a credible corporation can have their own agendas. These sites may not have the most credible information.

3. Figure out the site's purpose. Sites that are [selling](#) you something or asking you to sign up for something may not be present you with neutral, unbiased information.

4. Check out the contact information and resources. Credible websites should list contact information and resources.

5. Decide if the article is describing facts or the author's opinions. Statements that start with "I think" or "From my experience" aren't as reliable as those that begin with "Experts recommend" or "Research proves."

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The recent arrival of a variety of domain name extensions such as .biz (commercial businesses), .pro, .info (info on products / organizations), .name, .ws (WebSite), .cc (Cocos Island) or .sh (St. Helena) or .tv (Tuvalu) may create some confusion as you would not be able to tell whether a .cc or .sh or .tv site is in reality a .com, a .edu, a .gov, a .net, or a .org site. Many of the new extensions have no registration restrictions and are available to anyone who wishes to register a distinct domain name that has not already been taken. For instance, if Books.com is unavailable, you can register as Books.ws or Books.info via a service agent such as [Register.com](#).

To find books in the Library use the OPAC (Online Public Access Catalog).

Check out other print materials available in the Library:

- Almanacs, Atlases, AV Catalogs
- Encyclopedias and Dictionaries
- Government Publications, Guides, Reports
- Magazines, Newspapers
- Vertical Files
- Yellow Pages, Zip or Postal Code and Telephone Directories

Check out online resources, Web based information services, or special resource materials on CDs:

- [Online reference materials](#) (including databases, e.g. SIRS, ProQuest, eLibrary, etc.)
- [Wall Street Executive Library](#)
- Index to Periodicals and Newspapers (e.g. [MagPortal.com](#), [OnlineNewspapers.com](#), etc.)
- [Answers.com](#) - an online dictionary and encyclopedia all-in-one resource that you can install

on your computer free of charge and find one-click answers quickly.

- Encyclopedias (e.g. [Britannica](#), [Canadian Encyclopedia](#), etc.)
- [Magazines and Journals](#) (e.g. [Time](#), [National Geographic](#), [Maclean's](#), [Newsweek](#), etc.)
- [Newspapers](#) (e.g. [Los Angeles Times](#), [New York Times](#), [USA Today](#), [The Toronto Star](#), [Vancouver Sun](#), etc.)
- [International Public Library](#)
- Subject Specific software (e.g. discovering authors, exploring Shakespeare, etc.)

Check out public and university libraries, businesses, government agencies, as well as contact knowledgeable people in your community.

Read and evaluate. Bookmark your favorite Internet sites. Printout, photocopy, and take notes of relevant information.

As you gather your resources, jot down full bibliographical information (author, title, place of publication, publisher, date of publication, page numbers, URLs, creation or modification dates on Web pages, and your date of access) on your work sheet, printout, or enter the information on your laptop or desktop computer for later retrieval. If printing from the Internet, it is wise to set up the browser to print the URL and date of access for every page. Remember that an article without bibliographical information is useless since you cannot cite its source.

STEP 3. STATE YOUR THESIS

Do some critical thinking and write your thesis statement down in one sentence. Your thesis statement is like a declaration of your belief. The main portion of your essay will consist of arguments to support and defend this belief.

STEP 4. MAKE A TENTATIVE OUTLINE

All points must relate to the same major topic that you first mentioned in your capital Roman numeral.

Example of an outline:

- I. INTRODUCTION - (Brief comment leading into subject matter - Thesis statement on Shakespeare)
- II. BODY - Shakespeare's Early Life, Marriage, Works, Later Years
 - A. Early life in Stratford
 1. Shakespeare's family
 - a. Shakespeare's father
 - b. Shakespeare's mother
 2. Shakespeare's marriage
 - a. Life of Anne Hathaway
 - b. Reference in Shakespeare's Poems
 - B. Shakespeare's works
 1. Plays
 - a. Tragedies
 - i. Hamlet
 - ii. Romeo and Juliet
 - b. Comedies
 - i. The Tempest
 - ii. Much Ado About Nothing

- c. Histories
 - i. King John
 - ii. Richard III
 - iii. Henry VIII
 - 2. Sonnets
 - 3. Other poems
 - C. Shakespeare's Later Years
 - 1. Last two plays
 - 2. Retired to Stratford
 - a. Death
 - b. Burial
 - i. Epitaph on his tombstone
- III. CONCLUSION
 - A. Analytical summary
 - 1. Shakespeare's early life
 - 2. Shakespeare's works
 - 3. Shakespeare's later years
 - B. Thesis reworded
 - C. Concluding statement

The purpose of an outline is to help you think through your topic carefully and organize it logically before you start writing. A good outline is the most important step in writing a good paper. Check your outline to make sure that the points covered flow logically from one to the other. Include in your outline an INTRODUCTION, a BODY, and a CONCLUSION. Make the first outline tentative.

INTRODUCTION - State your thesis and the purpose of your research paper clearly. What is the chief reason you are writing the paper? State also how you plan to approach your topic. Is this a factual report, a book review, a comparison, or an analysis of a problem? Explain briefly the major points you plan to cover in your paper and why readers should be interested in your topic.

BODY - This is where you present your arguments to support your thesis statement. Remember the **Rule of 3**, i.e. find 3 supporting arguments for each position you take. Begin with a strong argument, then use a stronger one, and end with the strongest argument for your final point.

CONCLUSION - Restate or reword your thesis. Summarize your arguments. Explain why you have come to this particular conclusion.

STEP 5. ORGANIZE YOUR NOTES

Organize all the information you have gathered according to your outline. Critically analyze your research data. Using the best available sources, check for accuracy and verify that the information is factual, up-to-date, and correct. Opposing views should also be noted if they help to support your thesis. This is the most important stage in writing a research paper. Here you will analyze, synthesize, sort, and digest the information you have gathered and hopefully learn something about your topic which is the real purpose of doing a research paper in the first place. You must also be able to effectively communicate your thoughts, ideas, insights, and research findings to others through written words as in a report, an essay, a research or term paper, or through spoken words as in an oral or multimedia presentation with audio-visual aids.

Do not include any information that is not relevant to your topic, and do not include information that you do not understand. Make sure the information that you have noted is carefully recorded and in your own words, if possible. [Plagiarism](#) is definitely out of the question. Document all ideas borrowed or quotes used very accurately. As you organize your notes, jot down detailed bibliographical information for each cited paragraph and have it ready to transfer to your [Works Cited](#) page.

Devise your own method to organize your notes. One method may be to mark with a different color ink or use a hi-liter to identify sections in your outline, e.g., IA3b - meaning that the item "Accessing WWW" belongs in the following location of your outline:

- I. Understanding the Internet
 - A. What is the Internet
 - 3. How to "Surf the Net"
 - b. Accessing WWW

Group your notes following the outline codes you have assigned to your notes, e.g., IA2, IA3, IA4, etc. This method will enable you to quickly put all your resources in the right place as you organize your notes according to your outline.

STEP 6. WRITE YOUR FIRST DRAFT

Start with the first topic in your outline. Read all the relevant notes you have gathered that have been marked, e.g. with the capital Roman numeral I.

Summarize, paraphrase or quote directly for each idea you plan to use in your essay. Use a technique that suits you, e.g. write summaries, paraphrases or quotations on note cards, or separate sheets of lined paper. Mark each card or sheet of paper clearly with your outline code or reference, e.g., IB2a or IIC, etc.

Put all your note cards or paper in the order of your outline, e.g. IA, IB, IC. If using a word processor, create meaningful filenames that match your outline codes for easy cut and paste as you type up your final paper, e.g. cut first Introduction paragraph and paste it to IA. Before you know it, you have a well organized term paper completed exactly as outlined.

If it is helpful to you, use a symbol such as "#" to mark the spot where you would like to check back later to edit a paragraph. The unusual symbol will make it easy for you to find the exact location again. Delete the symbol once editing is completed.

STEP 7. REVISE YOUR OUTLINE AND DRAFT

Read your paper for any content errors. Double check the facts and figures. Arrange and rearrange ideas to follow your outline. Reorganize your outline if necessary, but always keep the purpose of your paper and your readers in mind.

CHECKLIST ONE:

1. Did I use specific examples from the book?
2. Did I choose from one of these topics: Compare and contrast socialism and communism explaining

both the benefits and faults of each as well, Relate a major character from Animal Farm to its real life equivalent in the Russian Revolution, or The effects of propaganda on the masses

3. Did I hand in a rough draft to be evaluated? (optional but you will get a better grade if you do this)

CHECKLIST TWO:

1. Is my thesis statement concise and clear?
2. Did I follow my outline? Did I miss anything?
3. Are my arguments presented in a logical sequence?
4. Are all sources properly cited to ensure that I am not plagiarizing?
5. Have I proved my thesis with strong supporting arguments?
6. Have I made my intentions and points clear in the essay?

Re-read your paper for grammatical errors. Use a dictionary or a thesaurus as needed. Do a spell check. Correct all errors that you can spot and improve the overall quality of the paper to the best of your ability. Get someone else to read it over. Sometimes a second pair of eyes can see mistakes that you missed.

CHECKLIST THREE:

1. Did I begin each paragraph with a proper topic sentence?
2. Have I supported my arguments with documented proof or examples?
3. Any run-on or unfinished sentences?
4. Any unnecessary or repetitious words?
5. Varying lengths of sentences?
6. Does one paragraph or idea flow smoothly into the next?
7. Any spelling or grammatical errors?
8. Quotes accurate in source, spelling, and punctuation?
9. Are all my citations accurate and in correct format?
10. Did I avoid using contractions? Use "cannot" instead of "can't", "do not" instead of "don't"?
11. Did I use third person as much as possible? Avoid using phrases such as "I think", "I guess", "I suppose"
12. Have I made my points clear and interesting but remained objective?
13. Did I leave a sense of completion for my reader(s) at the end of the paper?

STEP 8. TYPE FINAL PAPER

All formal reports or essays should be typewritten and printed, preferably on a good quality printer.

Read the assignment sheet again to be sure that you understand fully what is expected of you, and that your essay meets the requirements as specified by your teacher. Know how your essay will be evaluated.

Proofread final paper carefully for spelling, punctuation, missing or duplicated words. Make the effort to ensure that your final paper is clean, tidy, neat, and attractive.

Aim to have your final paper ready a day or two before the deadline. This gives you peace of mind and a chance to triple check. Before handing in your assignment for marking, ask yourself: "Is this the VERY BEST that I can do?"

STEP 9. Make a work cited page

How to Make Works Cited Page

By [Charmayne Smith \(Ehow.com\)](#)

1.Begin your Work Cite page on a clear sheet and center the words "Work Cited" on the top line of the page. Your page should include 1-inch margins and follow the same header format as the rest of your paper.

2.Double-space all citations and create hanging indentations on all second and subsequent lines of each citation. Each new citation should begin at the [margin](#).

3.Alphabetize your citations by author's last name and make sure your capitalization and punctuation are appropriate. Use italics or underline the titles of large works, such as books and magazines. Use quotation marks for poems and articles. If your reference has no listed author, list the book alphabetically by the book's title.

4.List the page numbers to refer the reader to the page in which you obtained your quotation or information that is included in your writings.

5.Write your works cited page according to Modern Language Association (MLA) [style](#) standards (see References). List the author's last name then first name and separate the names by a common. The first name should be followed by a period. Enter the title of the book. Underline or italicize the book's name and follow it with a period. Enter the name of the book's place of publication and enter a semicolon. List the name of the publisher, follow it with a comma and list the year of the book's publication. End the citation with a period. Your citation should look something like this:

Work Cited Page

Unknown, "How to write a research paper". Dewey Decimal Classification . may 4, 2010
<<http://www.aresearchguide.com/1steps.html>>.

Smith, Charmayne. "How to Make Works Cited Page". Ehow.com. may 4, 2010
<http://www.ehow.com/how_5336237_make-works-cited.html>.

Unknown, "How to write a research paper". Dewey Decimal Classification . may 4, 2010
<<http://www.aresearchguide.com/1steps.html>>.

Lesson 7 of Animal Farm Unit (Day 12)

Title: What does social responsibility mean to me?

Subject: English

Grade Level: 9/10th

Estimated Time: One fifty-minute period

Overview: Students will read the poem *First They Came for* in class and connect it to the culminating text of *Animal Farm*. Students will discuss the term 'social responsibility' in class and for homework

Background Knowledge: Students need to have read at least chapter 1-6 of *Animal Farm*. Students should also have a basic knowledge of what it a being a citizen means.

Objectives:

- Students will be able to clearly define what being a citizen means along with the other key terms that will be written on the board.

Sunshine State Standards:

LA.910.6.2.4- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Materials:

- Questions for quiz on chapter 6
- Poem Handout
- Marker to write on board with
- Markers to write on the board with

Procedures:

Day 12 Tuesday

1. Being class by taking attendance and asking kids to take out a sheet of paper for the quiz on chapter 6. The quiz should comprise of only several questions per-

taining to the assigned chapter of the book (see assessment section for suggested questions)

- a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
2. At this point the teacher should pass out the "First they came for" poem handouts
 - a. This poem should be read aloud in class. The teacher may use his/her discretion on how it can be read. Afterwards the teacher should facilitate a class discussions based on the following ideas/questions:
 - i. What is the meaning of the poem? The moral?
 - ii. Should the speaker have spoken up or done anything? When? Why/why not?
 - iii. Where there any parts that stuck out to you?
 - iv. Who are they? And who do you think the speaker is?
 - v. What are the connections to Animal Farm?
3. The teacher should then proceed to write the term "social responsibility" on the board. And have students guess at its meaning. All the while the teacher should be writing any key terms or ideas on the board as well. Afterwards the teacher may further clarify definition if need be.
4. Afterwards the teacher should ask the class the following questions and upon which build up another class discussion
 - a. What kinds of people usually have social responsibilities? What are their responsibilities?
 - b. Do you have any social responsibilities? What are they?
 - c. Should everyone have these responsibilities or just important societal figures?

- d. What does it mean to be a socially responsible citizen?
 - e. Can anyone think of any real life examples of social responsibility?
5. The teacher should then shift the class discussion towards the characters of Animal Farm. Inform the students that they may refer to their character charts or even use some of the information to complete their character charts.
- a. Discuss individual characters from the book and actions that they have taken so far in the novel. A discussion should then occur about whether each character is or is not socially responsible and why.
 - b. Inform the students that the Character Chart is to be turned in the following day at the beginning of class. Their homework for tonight is to work on that as well as to complete a writing assignment.
 - i. (see follow up section below for writing assignment questions)

Assessment/Follow-up:

Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quizzes on chapter 6 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. For homework students are to write 2-3 paragraphs on the following prompt:

Homework assignment: 2-3 paragraphs on what it means to be a socially responsible citizen. Why is it important? How can it prove helpful to the individual? And how can it prove beneficial to the society as a whole?

Additionally, students are to complete their character charts by the next class period and continue working on their research paper.

ESOL Modifications

L1 to L2 dictionaries for all. Also their homework will be comprised of a dialogue journal rather than the three paragraphs assigned. Also remember encouragement should be generous but not overly done.

PP When explaining responsibility use of nonverbal expressions along with visuals would be necessary to explain the meaning of responsibilities.

EP Again pairing would be the simplest but it may be better not to pair them this time. By now they may become used to having someone tell them what to do and this may hinder their ability to think critically. Possibly allow time more time for them to complete work.

Name _____

Date _____

Period _____

Animal Farm Chapter 6 Question

1. Describe the life of the animals at this point in the novel.

 2. Why did Napoleon decide to participate in trade? What will he trade?

 3. Who is Mr. Whymper and what is his job?

 4. How have Squealer and the others defended trading with humans and allowing the pigs to sleep in beds?

 5. Who does Napoleon blame for the destruction of the windmill?
-

Lesson 8 of Animal Farm Unit (Day 13)

Title: Good vs Bad Political Leadership

Subject: English

Grade Level: 9/10th

Estimated Time: One fifty-minute period

Overview: Students will discuss the good and bad qualities of the characters in *Animal Farm*. Students will also participate in a class discussion and writing assignment about political leadership and what it means to be a socially responsible leader.

Background Knowledge: Students must have read chapters 1-6 of *Animal Farm* and have completed the character chart assignment

Objectives:

- students will be able to define leadership and the role it plays in society

Sunshine State Standards:

LA.910.6.2.3 - write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas.

Materials:

- Character chart transparency
- Overhead projector
- Markers to write on the projector/board with

Procedures:

Day 13 Wednesday

1. Being class by taking attendance and asking the students to turn in both their character charts and their writing assignments. During this time the teacher should put up the character chart transparency on the board.

2. Together, go over each other character individually, filling out the chart in its entirety and discussing the different characteristics that the students will volunteer for the teacher to write down. Identify which characteristics are good and bad.
3. After the chart is filled out the teacher should facilitate class discussion based on the following questions/ideas.
 - a. Ask which character would make the best leader
 - b. Ask what the difference is between a socially reconcile citizen and a socially responsible leader?
 - c. What does it take to be a good leader?
 - d. How does a good leader use his power?
 - e. How does a bad leader use their power?
 - f. How is power used in *Animal Farm*?
 - g. How does power corrupt?
 - h. How do rules affect people?
 - i. What is the purpose of rules? Can rules be bad?
 - j. Why don't rules work sometimes?
 - k. What is a revolutionary? Are they good or bad?
 - l. Ask for real life examples of revolutionaries
 - m. Who are revolutionaries in the book? What do they do? Are they good or bad?
4. After the discussion ask the students to take out a piece of paper. They are to write 2-3 paragraphs on the following questions. The teacher will write the question on the board.
 - a. Writing assignment: What would you do if you were put in charge of your own city? What rules would you make? What freedoms would you give? What would happen to people who broke your rules and abused their freedoms? Why
 - b. If students do not complete this assignment in class they may finish it for homework. Inform students that they are to read chapter 7 of *Animal Farm* for homework as well.

Assessment/Follow-up: Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The formal assessments for this lesson will consist of both the grading of the writing assignment and the character chart. The character chart will be graded on the following rubric:

	4 points	3 points	2 points	1-0 points	Grade
Qualities of characters	Lists five qualities each character possesses	Lists four qualities each character possesses	Lists three qualities each character possesses	Lists two or less qualities per character possesses	/ 4
Character Connections	All Characters represent a person in history	Most Characters, no less than four, represent a person in history	Some characters, no less than three, represent a person in history	Too few characters, more than four, are not connected to a real life figure/group	/ 4
Explanations	Explanation of character connection is clearly stated and strong	Explanation of character connection is decently stated	Explanation of character connection is weak and somewhat debatable	Explanation of character connection is poorly written or incorrect	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Hand writing is legible, the proper heading is present, and does not have any unnecessary marks such as erase marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 20

The Writing assignment will be graded on the following rubric:

	4 points	3 points	2 points	1 points	Grade
Content	Achieves all of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves four or five of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves three of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves two or less of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/4
Length	Writing assignment is 3 paragraphs in length with at least 5 sentences per paragraph.	Writing assignment is 3 paragraphs in length with less than 5 sentences per paragraph.	Writing assignment is 2 paragraphs in length with at least 5 sentences per paragraph.	Writing is less than 3 paragraphs and does not have at least 5 sentences per paragraphs	/4
Appearance	Paper achieves all of these qualities: <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves three of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves two of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves one of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	/4
Final Grade					/16

Students are to read chapter 7 of *Animal Farm* for homework, of which they will be tested on the following day. Students are to also be working on their research paper.

ESOL Modifications

Encourage students to be more verbal and take part in the activity.

Lesson 9 of Animal Farm Unit (Day 14)

Title: Propaganda!

Subject: English

Grade Level: 9/10th

Estimated Time: One fifty-minute period

Overview: Students will learn about propaganda, its uses and its effects. They will expand on this idea by relating propaganda to the culminating text of *Animal Farm*. Students will then be given an assignment to find propaganda in magazines or newspapers.

Background Knowledge: Students should have read at least chapters 1-7 in *Animal Farm*.

Objectives:

- students will be able to define propaganda
- students will be able to point out propaganda

Sunshine State Standards:

LA.910.6.3.1 - distinguish between propaganda and ethical reasoning strategies in print and nonprint Media.

Materials:

- Questions for quiz on chapter 7
- Propaganda assignment handout
- Sufficient supply of magazines and newspapers
- Sufficient supply of scissors, glue, tape, paper clips, etc
- Markers to write on the board with
- Example of propaganda

Procedures:

Day 14 Thursday

Preparation: In an area that is easily accessible to all students (i.e. front or back table), lay out a sufficient supply of magazines, newspapers, scissors, glue, tape, paperclips, etc. Additionally separate one magazine or newspaper for modeling purposes and have preselected an example of propaganda.

1. Begin class by taking attendance and collecting the writing assignment from yesterday. Ask the students to take out a sheet of paper for the quiz on chapter 7. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
2. Afterwards the teacher should write the word propaganda on the board as well as its definition.
 - a. Propaganda is a form of communication that is aimed at influencing the attitude of a community toward some cause or position.
 - b. Discuss how propaganda is used in real life, present and in history. Explain how it is also used in commercials or ads.
 - i. At this point the teacher should show students her pre-chosen example of propaganda. Read it aloud or pass it around or put it on the board so that all can see its contents. Ask the class what they think the propaganda is trying to achieve? Who are they trying to convince and what are they trying to convince people of? Is it effective
 - c. Ask the class how propaganda is used in *Animal Farm*
 - i. Ask for specific examples: Where is it and How is it used?
3. At this point the teacher should pass out the propaganda assignment instruction sheet and handout, including the rubric. Go over the instructions with the stu-

dents aloud. Inform students that all materials they should need are located on the table where all the magazines can be seen.

- a. For this assignment students are to:
 - i. Use provided magazines or newspapers to find 3-4 examples of propaganda. For each example student will write one paragraph that discusses the techniques used and its effectiveness. Ask students to recall the discussion help with the example the teacher provided. Their paragraph should contain similar information.
 - ii. Students may choose to attach their examples however they wish. They may glue it to paper and then write the paragraph underneath or simply just attach it to the writing via paper clip.
- b. Students are to complete this assignment for homework. If any student should ask to bring a magazine or newspaper home, the discretion is up to the teacher. I suppose if the teacher was expecting these newspapers and magazines to get cut up anyways then it should not be a problem.

Assessment/Follow-up:

Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quiz on chapter 7 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. Another formal assessment of this lesson will be in the form of a writing assignment. The writing assignment will be graded as follows:

	4 points	3 points	2 points	1 points	Grade
Content	Achieves all of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves four or five of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves three of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	Achieves two or less of the following: <ul style="list-style-type: none"> - Gets reader's attention - Introduces main idea of paragraph - Complete sentence - Has a thesis - Thoughts are organized in a logical manner - Answers the question being asked 	/4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/4
Length	Writing assignment is 3 paragraphs in length with at least 5 sentences per paragraph.	Writing assignment is 3 paragraphs in length with less than 5 sentences per paragraph.	Writing assignment is 2 paragraphs in length with at least 5 sentences per paragraph.	Writing is less than 3 paragraphs and does not have at least 5 sentences per paragraphs	/4
Appearance	Paper achieves all of these qualities: <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves three of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves two of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	Paper achieves one of these qualities <ul style="list-style-type: none"> - Paper is neatly written, in either pencil or black/blue ink - has the proper heading, - paragraphs are indented - lines are double spaced 	/4
Final Grade					/16

For homework students will continue and complete their work on their propaganda assignments as well as work on their research paper.

ESOL Modifications

Due to the nature of this project there isn't much a teacher can do to help. Besides providing examples and helping the ELLs the students themselves must go through the magazines and find the propaganda.

PROPAGANDA ASSIGNMENT

Name: _____

Date: _____

Instructions: Using provided magazines/newspapers you need to find and cut out 4-5 examples of propaganda. For each example, you must write one paragraph explaining why the clipping is propaganda, what techniques are used, who the intended target audience is, and whether or not the propaganda is effective. You will be given an ample amount of class time to find the clippings. The assignment will be collected during the beginning of the next class session.

- The Propaganda assignment will be graded as follows:

	4 points	3 points	2 points	1 points	Grade
Examples	Five different types of propaganda was shown and explained	Four different types of propaganda was shown and explained	Three different types of propaganda was shown and explained	Two different types of propaganda was shown and explained	/ 4
Write up	Explains: •why the clipping is propaganda •what techniques are used •who the intended target audience is •whether or not the propaganda is effective.	Three of the four requirements are included	Two of the four requirements are included	One or none of the requirements are included	/ 4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Writing is legible, paper has date, paper has name, and does not have any unnecessary marks such as eraser marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 16

Attach all papers and clippings to this hand out wither by staple or paperclips!

Name _____

Date _____

Period _____

Animal Farm Chapter 7 Questions

1. The animals' lives have changed for the worse. Describe their current condition on the farm.
2. What do the animals believe about Snowball's recent behavior and past motivations?
3. Napoleon orders his dogs to kill animals that have been stirring up trouble. What were the animals' crimes? Explain if they deserved to die.
4. When Napoleon decided to sell the hens' eggs, what did the hens do?
5. On page 95 Clover remembers Major's speech and his predications of the future. What has not come true?
6. Why does Napoleon not allow the animals to sing Beasts of England anymore?

Lesson 10 of Animal Farm Unit (Days 15-16)

Title: Thesis Workshop and the Animal Man

Subject: English

Grade Level: 9/10th

Estimated Time: Two fifty-minute periods

Overview: Students will practice writing a thesis statement and read the lyrics to the song *the Animal in Man* and relate its meaning to the culminating text. Students will be given time in class to read and be reminded of upcoming due dates.

Background Knowledge: Students must have at least read chapters 1-7 in *Animal Farm*

Objectives:

- **Students will be able to write a thesis**

Sunshine State Standards:

LA.910.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Materials:

- Song lyrics hand out
 - (Optional) tape, CD, or you tube recording of the actual song
- Markers to write on the board
- Questions for ch 8-10 quiz

Procedures:

Friday day 15

1. Begin class by taking attendance. Ask students to take out their propaganda assignments and share at least one or two examples with a neighbor. Afterwards ask for several volunteers to share an example with the class. Afterwards have students turn in their propaganda assignment.

2. At this point the teacher should bring up the research paper assignment. Ask how progress is coming and if any student needs any clarification on the instructions or what is expected of them.
 - a. The teacher should then choose essay question from the specified options, and model the steps on how one would go about writing a thesis statement. Ask the students to volunteer ideas during this process.
3. Afterwards, the teacher should inform students that the research paper is due in one week. Remind them also, that they may choose to have you review a rough draft at any point before the day that it is due. Their homework for over the week end is to read chapters 8-10 on *Animal Farm*. Students should be given the rest of class time to begin reading.

Monday day 16

4. Begin class by taking attendance and asking kids to take out a sheet of paper for the quiz on chapters 8-10. The quiz should comprise of only several questions pertaining to the assigned chapter of the book (see assessment section for suggested questions)
 - a. After an acceptable amount of time (depending on the amount of questions you choose to give) collect the quizzes and go over the answers with the class.
 - i. 4-5 questions should take approximate 7-10 minutes
 - b. Lead a brief class discussion, calling on several student volunteers; to discuss the main events of the assigned chapters and any reactions or comments on the story's content.
 - i. Also discuss the overall reaction to the book. Did they like it? Were they surprised by the ending? etc
5. At this point the teacher should pass out the lyrics to song "the Animal in Man". The teacher may ask the students to read the lyrics or even choose to play the song and have the students listen along. Afterwards the teacher should lead a class discussion inquiring:
 - a. The meaning/moral of the song?
 - b. How does it relate to the book *Animal Farm*

6. Afterwards, again discuss due date for the essay.
 - a. Answer any questions or concerns dealing with essay.
 - b. Inform class that since they have completed the reading of *Animal Farm* that the next class periods will be spent answering any questions or concerns with the research paper assignment. Students will be allowed to use the computers for research purposes during class, as well as visit the library to research. Additionally during the next couple of classes we will be watching the movie *Animal Farm*.
 - i. Inform students that they will be given time IN CLASS to work on their paper so they should be prepared and bring the necessary materials with them in order to do just that.

Assessment/Follow-up: Class discussion should be assessed informally. The teacher should make sure that each student participates equally either voluntarily or by being called upon. The quizzes on chapters 8-10 can be found on the following pages. These quizzes are a formal assessment testing the students' knowledge of the events in said chapters. Students will be asked to continue working on their research paper for homework. Another formal assessment for this lesson will be on the students' propaganda assignment, which will be graded as follows:

	4 points	3 points	2 points	1 points	Grade
Examples	Five different types of propaganda was shown and explained	Four different types of propaganda was shown and explained	Three different types of propaganda was shown and explained	Two different types of propaganda was shown and explained	/ 4
Write up	Explains: •why the clipping is propaganda •what techniques are used •who the indented target audience is •whether or not the propaganda is effective.	Three of the four requirements are included	Two of the four requirements are included	One or non of the requirements are included	/ 4
Grammar	All grammar and spelling are correct	Only one or two errors in spelling/grammar	A few grammar and/or spelling errors	Very frequent grammar and/or spelling errors	/ 4
Appearance	Writing is legible, paper has date, paper has name, and does not have any unnecessary marks such as erase marks, doodles or stains	One of the previous mentioned guidelines was not met.	Two of the previous mentioned guidelines were not met.	Three or more of the previous guidelines were not met.	/ 4
Final Grade					/ 16

ESOL modifications

PP - use gestures to perceive meaning.

EP - ask questions that can be answered by yes/no and either/or responses

SE - Provide frequent comprehension checks

IF - Focus on development in conceptual meaning.

Name _____

Date _____

Period _____

Animal Farm Chapter 8-10 Questions

1. At the beginning of the chapter, what state is Boxer in
2. Why does Napoleon educate the pigs?
3. Describe the events of the Spontaneous Demonstration.
4. List the lies that are told about Snowball to the other animals.
5. What happened to the negotiations between Napoleon and Mr. Frederick?
6. Describe the events surrounding the Battle of the Windmill. Does Pilkington help?
7. Why were humans invited to Animal Farm?
8. Describe Mr. Pilkington's speech.
9. Why does Napoleon change the name of the farm back to Manor Farm?

“The Animal in Man” by Dead Prez

(Narrator)

Once upon a time

There was a very serious situation growing

There was a farmer

and a farmyard filled with animals

And this is the story of their times

Verse 1

Old man Sammy had a farm

Walked the land with the wife

Most of the time shit was calm

His whole life was maintained off the everyday labor

from the mules in the field to the cattle in the stable

This is how we kept food on this table (maxing)

You would have he was disabled by the way he be relaxing

Acting like Mr. Magnificent

But [the animals](#) were thinking something different

The sentiment was tension in the barnyard

Throughout the years they had been through mad drama

with the [farmer](#), word is bond

And they all came to one conclusion

They argued there was no way they'd ever be free

If it was up to humans

Therefore the only course left was revolution which was understandable

And since the [pigs](#) promised to lead in the interest of all [the animals](#)

They planned a full attack

Under the leadership of Hannibal

The fattest [pig](#) in the pack

The next morning on the farm

Everything was calm

Just before dawn

But before long

The sun got so hot it made the farm seem electric

Now check it

This is when that shit got hectic

Directed by Hannibal, the animals attacked

Old Sam was in a state of shock

And fell up on his back
And dropped his rifle
Reaching in vain
Each and every creature from the field at his throat
Screaming "Kill, feel the pain."

Chorus
This is the animal in man
This is the animal in you
This is the animal in man
Coming true (2X)

Verse 2
After they ran the farmer off the farm
The pigs went around and called a meeting in the barn
Hannibal spoke for several hours
But when talks about his plans for power
That's when the conversation turned sour
He issued an official ordinance to set
If not a pig from this day forth then you insubordinate
That's when the horses went buck wild
One of them shouted out
"You fraudulent pigs, we know your fucking style!"
Hannibal's face was flushed and pale
All the animals eyes full of disgust and betrayal
He felt the same way Sam felt
They took his tongue out of his mouth
And cut his body up for sale, for real
You better listen while you can
Its a very thin line between animal and man
When Hannibal crossed the line they all took a stand
What would have done?
Shook his hand?
This is the animal in man

Chorus (4X)

Narrator
Remember

Lesson 11 of Animal Farm Unit (Days 17-19/20)

Title: Movie Time!

Subject: English

Grade Level: 9/10th

Estimated Time: Three – Four fifty-minute periods

Overview: Students will spend the next 3-4 days watching *Animal Farm* the movie. They will also be given time to ask for any assistance with their research paper assignment.

Background Knowledge: Students must have completed the novel *Animal Farm*, and have at least a thesis for their paper. They at this point, should know what research for and how to do it.

Objectives:

- Students will be able to Compare and contrast the characters in the book to those in the movie

Sunshine State Standards:

LA.910.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose

Materials:

- DVD copy of *Animal Farm* the movie
- Library signup sheet
- Computer signup sheet

Procedures:

Days 17-20 Tuesday – Friday

1. Being each day by taking attendance and inquiring about the research paper. Answer any questions students may have an offer to look over anyone's work to offer suggestions. Also if anyone is unsure of a source, whether or not it is credible, they may have the teacher look over it as well during this time.

- a. Allow 15-20minutes in class work time for q and A and thesis work.
 - b. Inform students that only 5 students may visit the library a day. Each student may visit the library once, unless no other student wishes to go. There will be a signup sheet where the students can sign up for what day they would like to go.
 - c. Additionally Students may use the computers in the classroom for research purposes only. There should be a sign up sheet for this as well.
2. Each day a portion of the movie will be watched. This lesson may end either on a Friday or Thursday. However many days given for this lesson will determine how much of the movie will be shown each day. For example, If three days are given to watch the movie, it should be shown in 30 minute sections. The movie should be shown after any questions about the paper have been answered and students have been given some time to work on their paper.
 3. On Friday the research paper is due.

Assessment/Follow-up:

Informal assessments for this lesson can be in the form of the teacher making sure students stay on task, which is whether or not they are studying, working on their paper, or watching the movie. Formally, the major assessment of this lesson comes with the graded of the research paper. This major assignment will be graded according to the following rubric:

	4 points	3 points	2 points	1-0 points	Grade
Purpose and Focus	Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone	•Focused on a purpose; evidence voice and/or suitable tone	•An attempt to establish and maintain purpose and communicate with the audience	•Limited awareness of audience and/or purpose	/4
Development of Ideas	•Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	•Depth of idea development supported by elaborated, relevant details	•Unelaborated idea development; unelaborated and/or repetitious details	•Minimal idea development, limited and/or unrelated details	/4
References	Use of references indicate substantial research	Use of references indicate ample research	Some references	Few references	/4
Organization	•Careful and/or suitable organization	•Logical organization	•Lapses in focus and/or coherence	•Random or weak organization	/4
Examples	At least give examples from the book are given	Four examples from the book are given	Three examples from the book are given	Two or less different examples from the book are given	/4
Sentence Structure	•Variety of sentence structure and length	•Controlled and varied sentence structure	•Simplistic and/or awkward sentence structure	•Incorrect or lack of topic and/or ineffective wording and/or sentence structure	/4
Citing and Quotes	There is a work cited page and all quotes have in text cites	There is a work cited page but it is not well organized or is wrong. There are in text cites.	There is a work cited page with errors but no in text cites	There is no in text cites or work cited page	/4
Quality of References	<ul style="list-style-type: none"> •References come from professional journals or other approved sources •The reader is confident that the information and ideas can be trusted. 	<ul style="list-style-type: none"> •Although most come from professionally legitimate, a few are questionable •The reader is uncertain of the reliability of some of the sources. 	<ul style="list-style-type: none"> •Most of the references have uncertain reliability. •The reader doubts the accuracy of much of the material presented. 	<ul style="list-style-type: none"> •There are virtually no sources that are professionally reliable. •The reader seriously doubts the value of the material and stops reading. 	/4
Language	•Precise and/or rich language	•Acceptable, effective language	•Simplistic and/or imprecise language	•Incorrect and/or ineffective wording and/or sentence structure	/4
Grammar and Formatting	•Control of surface features	•Few errors in grammar or format relative to length and complexity	•Some errors in grammar and/or format that do not interfere with communication	•Errors in grammar and format (e.g., spelling, punctuation, capitalization, headings)	/4
Total Points					/40

ESOL Modifications

Since this lesson consists of mainly watching a movie, subtitles will be provided. If the DVD is available in their native language students will be allowed to rent it out for one day. If there are a group of students that would like to watch that copy at once a separate room will be provided.